

= Required Field

Agency Name: <u>LaFayette Central School District</u>	<u>Onondaga</u>
Mailing Address: <u>5955 Route 20</u> <u>LaFayette, NY 13084</u>	<u>County</u>

Agency Code:

Amendment #:

Project Number:

Contract #:

Contact Person:

Tel:

E-mail Address:

**INSTRUCTIONS**

- Submit the original and two copies directly to the same State Education Department office where budget was mailed. DO NOT submit this form to Grants Finance.
- This form need only be submitted for budget changes that require prior approval as follows:
  - Personnel positions, number and type
  - Equipment items having a unit value of \$5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
  - Any increase in the total budget amount.
- Amendment # at top of this page must be completed.
- If extra room is needed for explanations, expand the rows using the row breaks on the left.
- Do not use the FS-10-A for requesting a project extension.

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, & accurate, & the expenditures, disbursements, & cash receipts are for the purposes & objectives set forth in the terms & conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

**FOR DEPARTMENT USE ONLY**

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Finance:  Logged

Approved

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE		
15 - Professional Salaries	JR/Sr HS: Restructured offerings after school, adding more opportunities with stipends and additional 1:1 support = <b>\$20,900</b> . Grimshaw increase enrichment to \$6250, director \$7,000, 10 FTE x 75/day x 33.94 days (11.3 wks x 3 days)= \$25,455= <b>\$38,705</b> . ONS (over 2 years) enrichment \$2000, director reduced to \$5,000, teachers 39.97 wks x8 FTE x 3hrs/wk @ 37.94 = \$36,422 = <b>\$43,422</b> . Total .150 = \$103,027. Previous \$130,000		\$26,973		
16 - Support Staff Salaries	Reduce the number of hours paid from this grant for the current year. Utilizing other sources of funds.		\$3,000		
40 - Purchased Services					
45 - Supplies & Materials	(See attached)	\$39,000			
46 - Travel Expenses					
80 - Employee Benefits	Benefits reduced in line with salary decreases		\$9,027		
90 - Indirect Cost					
49 - Boces Services					
30 - Minor Remodeling					
20 - Equipment					
ENTER BUDGET >	Total Increase or Decrease:	(+)	\$ 39,000	(-)	\$ 39,000
	Net Increase or Decrease:	\$ 0			
	Previous Budget Total:	\$ 168,007			
	Proposed Amended Total:	\$ <b>168,007</b>			



	Cost
Literacy Workbooks	\$ 7,680
Early Literacy Trade Books	\$ 4,300
Afterschool snacks	\$ 1,000
Great Minds Math workbooks	\$ 5,317
Art (paint, paper, ink, scissors, clay, glue, yarn, felt, etc.)	\$5,638
PE (basketball, rubber ball, badminton rackets and shuttlecock, football, scooters, tennis balls, etc.)	\$ 2,780
Science/ Math materials	\$ 1,133
Flutes	\$ 3,586
Trumpets	\$ 1,800
Trombones	\$ 1,124
Tambourine	\$ 60
Camera	\$ 1,390
Food storage bins	\$ 104
General supplies (pencils, lined paper, markers, glue sticks, construction paper, pens, etc.)	\$ 1,423
calculators	\$ 1,600
Hydroponic pods	\$ 65
Total cost	\$39,000

The FS-10 is only allocated for teachers, not the materials needed to implement the after-school program. Teachers in all content areas support students in the afterschool program. The music teacher will be using the extra popular instruments needed to be available for after school. The art supplies encourage students to work with their hands to express themselves. Both of these connect to the ELA and Math standards: reading music requires the brain to learn to read a symbol on paper that relates to a note and then make meaning of it to make the body produce a motion/ action. This is the same process the brain goes through to interpret letters/ syllables to formulate a word and meaning from text to be able to read aloud. Music also addresses math concepts such as time and fractions. Art brings out symmetry and proportionality for mathematics and genre and mood for ELA. The program also needs Leveled literacy books and workbooks to work on math and ELA. The physical education materials will be used in and out of the classroom. Using rhythm and movement helps some students with phrasing and keeping cadence when reading fluently. Looking for other forms of instruction after school so it does not seem like an extension of the school day encourages students to stay. Another example is using scooters to put cards on the opposite side of the room, and students can move their bodies to grab the correct sound, word, equation, etc. The science and math supplies continue to offer a hands-on approach to instruction. The cameras look for mathematics in nature and surroundings, such as radial symmetry, arrays, odd combinations, Fibonacci sequences, etc. We also need to offer nutritious popular snacks because it is a long day, and we want to keep the food away from critters, so we need storage bins in the classrooms.